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ABSTRACT

A study of persons living in the vicinity of LaGuardia Community College was conducted to determine respondents' views about problems facing their communities and their attitudes toward and experiences with adult or continuing education. Between April and June 1980, 840 interviews were conducted with adults who were not full-time students. During the interviews, information was sought on respondents' sex, race, age, educational background, income, marital status, neighborhood, and length of residence in the neighborhood. Additional questions focused on perceptions of neighborhood problems, employment patterns, attitudes toward job advancement and related educational programs, participation in continuing education programs, interest in course topics, considerations in school or course selection, and scheduling preferences. Survey findings included the following: (1) inadequate recreational facilities, crime, and neighborhood deterioration were viewed as the most important neighborhood problems; (2) inadequacy of adult education facilities was regarded as a relatively important problem, especially by respondents under 65 years of age; (3) about one-third of the employed respondents were interested in getting a better job, and almost half felt that additional training would be necessary to obtain one; (4) 38% of the sample had participated in adult education; and (5) academic quality, convenience of location, and cost were the main factors influencing institutional choice. The survey instrument is appended. (HB)

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LaGuardia

COMMUNITY COLLEGE

Division of Continuing Education

Section Two

AN ASSESSMENT OF THE NEEDS OF THE WESTERN QUEENS COMMUNITY, NEW YORK CITY

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THE CITY UNIVERSITY OF NEW YORK

JC 820028

Kane, Parsons
& Associates, Inc.

A SURVEY OF THE ATTITUDES OF ADULTS TOWARD CONTINUING EDUCATION

Report of Findings

FINAL REPORT

CONDUCTED FOR:

FIORELLO H. LAGUARDIA COMMUNITY COLLEGE
DIVISION OF CONTINUING EDUCATION

JULY, 1980

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New York, New York 10023
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Kane, Parsons
& Associates, Inc.

INTRODUCTION

This study sought to determine what persons living in the neighborhoods surrounding LaGuardia Community College think about problems facing their communities and their attitudes and experiences with adult or continuing education. A major purpose of the survey was to develop information useful for the college in planning continuing education programs that would be most responsive to the needs of the community.

Kane, Parsons & Associates assisted the Division of Continuing Education in selected phases of the survey. Specifically, the research firm's responsibilities included drafting the questionnaire in light of a preliminary version prepared by LaGuardia personnel, designing the sampling plan, preparing forms to be used in the fieldwork, training interviewers, coding and keypunching the completed questionnaires, processing the resulting data set by computer, analyzing the computer output, and preparing this report which discusses the findings and their implications. LaGuardia was responsible for the actual data collection as well as for day-to-day supervision of the field staff.

The questionnaire was designed to be administered by telephone and to require an average of from fifteen to twenty minutes per respondent. The sampling plan included western Queens (all of Community Planning Districts 1, 2, 3, and 4, as well as sections of the 5th CPD) and parts of Brooklyn (Greenpoint and Williamsburg as well as parts of Bushwick).

The survey used a system whereby randomly generated telephone numbers were called by interviewers. This procedure ensured equally probable access to all working telephones, including unlisted and recently installed phones, as well as those listed in the directories.

The only criteria for eligibility for the survey were that respondents be adults 18 years of age or older and that they not be full-time students at the time of the interview.

Interviewing began in late April, 1980 and was terminated at the end of June. Eight hundred forty (840) interviews were completed during this period.

Accompanying this report are the complete computer tabulations produced for the analysis. A copy of the questionnaire is reproduced in the Appendix.

SUMMARY AND RECOMMENDATIONS

This study, which interviewed a reasonably representative cross-section of adults living in Western Queens and Northern Brooklyn, has found that residents of these neighborhoods are especially concerned about inadequate recreational facilities as well as more typical urban problems such as crime, neighborhood deterioration, etc. Inadequate health care information was also viewed as a relatively important problem affecting residents personally. Compared to other problems, inadequate educational facilities for adults is viewed as a moderately important problem with personal consequences, though the incidence (one of every six respondents) of such awareness certainly points to a sizeable marketing potential for adult education programs. Younger adults, and those in the labor force (especially persons seeking employment) place greater stress on inadequate adult education facilities.

Roughly one third of the sample is interested in changing jobs, either to a different job in the same company or to another employer altogether. The desire to change jobs is strongest among blacks, younger workers, persons who have attended college, and white collar workers.

Another indication of the sizeable market for continuing education is that about half of those respondents in the labor force feel that additional training would be a prerequisite for improving their job. The kinds of vocationally related training that appeal most to respondents are instruction in specific job skills, although there is also interest in more general topics such as building self confidence and defining career goals and stronger academic skills.

About half of group of respondents not in the labor force and not retired indicate that they would consider employment if an opportunity came along. Preferences of this latter group with respect to occupationally-oriented training are very similar to those of persons already in the labor force.

A sizeable proportion of the sample (more than one-third) has previously participated in continuing education programs. Although participation includes all major forms of educational programs (degree, certificate, etc.), enrolling in courses on an individual course basis is the most common mode of continuing education experience. Blacks, young adults, higher income respondents and workers in business and white collar positions are most likely to have prior experience in adult education.

Adult education has been more often related to occupational than purely personal and avocational interests, though the incidence of the latter is appreciable. Members of racial minorities are more likely to have been motivated by occupational concerns, while retired persons have participated more as a result of personal interest.

The institutions at which adults have taken courses cover a broad spectrum of traditional ones (colleges, high schools, proprietary business and trade schools, etc.) as well as institutions not thought of primarily for their educational activities, such as community centers, museums, Y's, health facilities, and place of employment. Courses are taken about twice as often at four-year than at two-year schools. Main factors in selecting an institution are locational convenience (especially important in the choice of two-year schools and for women), quality of the institution, and the presence of programs that are responsive to students' interests. Respondents indicate that they would place a great deal of importance on personal recommendations from friends, relatives, and former students when selecting a place to study. The presence of a job placement service is a strongly attractive feature of a school for those who are actively seeking employment.

Lack of interest is, of course, the major reason most adults have not attended continuing education courses, though financial considerations, having a child to care for, concern about personal safety while enroute to class, and lack of information about course availability all figure in the failure to attend classes. Over half, however, of those interviewed say that they enjoy going to school, and only one in five respondents definitely would not return to school.

When asked about their degree of interest in possible subjects for courses, respondents did not as a group sharply favor one subject over another. Business and vocationally oriented and personal interest courses are popular to adults.

In addition to learning about continuing education possibilities through personal contacts, notices and advertisements in trade and professional publications, local newsletters, bulletin boards, newspapers, etc. also appear to be effective ways of reaching potential students.

As a group, respondents appear relatively indifferent as to the type of institution at which they would take continuing education courses. More specifically, two- and four-year schools have virtually an identical appeal to the sample as a whole. Preferences for two-year schools, however, are more evenly distributed throughout the adult population than those of senior colleges, an encouraging result in that it implies that recruitment efforts need not be precisely targeted to specific segments of the population. Parenthetically, it is surprising to find that the images of two- and four-year schools are so similar since the Kane, Parsons study of high school seniors and LaGuardia no-show students found these students view community colleges as generally inferior to senior colleges.

LaGuardia was mentioned more often than any other school as a two-year institution at which respondents would consider studying.

Adults regard weeknights as the best time of the week to attend classes. From 7 to 9 PM is generally regarded as the preferred time, whereas any time of the year other than summer is seen as appropriate.

About a third of the sample says it intends to purchase Cable TV when available; interest in the cable is higher among those with more positive attitudes toward continuing education.

The results of this survey suggest that a major focus of continuing education at LaGuardia should be on career and vocationally oriented instruction. This is not to say that purely avocational subjects should not be offered by LaGuardia. In fact, the finding that poor recreatinal facilities are judged to be a major problem in the area, plus the fact that over half of the sample claims to enjoy attending classes, suggests that there is a substantial market that can be approached by positioning education as a way of making life more enjoyable.

The finding that the possible course topics covered in the questionnaire were not sharply differentiated by respondent preferences suggests that room exists for a wide variety of courses. One suggestion, based more on common sense than the data itself, is that LaGuardia develop courses not widely available at other neighborhood institutions.

The finding that respondents view inadequate health information as a problem, coupled with the recently mushrooming

interest in health, nutrition, and physical fitness, points in the direction of a course or series of courses on these topics.

It should not, of course, be assumed that a course subject that does not receive widespread endorsement from the sample as a whole is not viable. We refer specifically to high school equivalency courses and English as a second language, both of which appeal to relatively small proportions of the adult population faced with specific problems. Certainly these and other such courses should be continued if enrollment warrants.

The data suggest that the most receptive audience for continuing education courses consists of members of racial minorities, younger adults, persons looking for jobs as well as those in white collar positions, and persons without a four-year college degree. While it would be unwise to restrict the school's promotional campaigns to these segments of the population alone, steps should be taken to ensure that these groups are not missed by recruitment efforts.

The relative importance of lack of information about adult education as a reason for not having attended courses stresses the importance of developing ways of effectively communicating to adults about LaGuardia's programs. Clearly, one method that should be carefully considered is to rely upon current and past students and staff, since respondents regard recommendations from relatives, friends, co-workers etc. as useful ways of learning about and selecting educational opportunities. To be

most effective, any system of this type that is adopted should probably include some sort of incentive for the person responsible for recruiting a student to the college.

Other publicity techniques that should not be overlooked include more formal communication channels such as local newspapers and publications of area institutions, union newspapers, publications of local chapters of professional associations, and notices posted on local bulletin boards.

The strong emphasis adults place on convenience from their home when selecting a place to study suggests that the college restrict its recruitment efforts when possible to areas easily accessible to the school. Although this survey did not explore perceptions about the relative accessibility of LaGuardia compared to other colleges, the companion study found considerable uncertainty among young adults about the relatively convenient location of LaGuardia. Thus, here too the recommendation to deal with this issue effectively is warranted.

Adults express concern about the cost of continuing education. Since courses at LaGuardia are very reasonably priced, we recommend stressing the modest nature of the fees of a typical course. For example, possible advertising copy could stress the fact that a course costing no more than dinner for two at even a moderately expensive New York restaurant would enrich the student's entire life, not just a single evening.

Adults, especially women, are concerned about safety when traveling to and from class. Thus, it seems appropriate to deal with this issue in promotional literature by stressing the low crime statistics for the LaGuardia neighborhood.

Since a number of respondents mention having to care for a child as a deterrent to attending class, one option to be considered is to provide child care facilities during class periods.

One segment of the potential market for continuing education, unemployed persons looking for work, is especially attracted by the idea of a job placement service for students. Since LaGuardia, through the job development activities of its co-op program, is much more capable of dealing with this problem than most educational institutions, we recommend that consideration be given to expanding these services to continuing education students.

One of the more positive findings emerging from the study is that two-year schools do not appear to have the negative associations compared to senior colleges that characterize the approach of high school seniors toward a college education. Perhaps potential continuing education students are more concerned with the substance of the educational experience than with its form. In any event, this result underscores the potential for growth for continuing education at LaGuardia.

ANALYTICAL DISCUSSION

A. Demographic Characteristics of the Sample

FINDING: The sample appears reasonably representative of the population in all major demographic measures except sex, where women outnumber men by about two-to-one.

DISCUSSION:

Table 1 shows the most important demographic characteristics of those interviewed*. The only obvious shortcoming of the sample is that the sex distribution is skewed: 68% of the respondents are women. However, since the detailed tabulations show few attitudinal or behavioral differences between men and women, the interpretation of the results should not be seriously affected by the sex composition of the sample.

As indicated by the distributions of other variables in Table 1, the sample represents a wide cross-section of types of people. The distribution of important measures such as race, age and education appears consistent with what one would expect of residents of the neighborhoods included in the sample.

*Tables appear at the end of the section where first referenced.

Table 1

Demographic Characteristics of the Sample
(N=840)

	%
Sex	
Male	32
Female	68
Race/Ethnicity	
White non-Hispanic	67
Black non-Hispanic	14
Hispanic	13
Other	4
Refused	2
Age	
18 to 24	13
25 to 34	26
35 to 44	17
45 to 54	13
55 to 64	12
65 and over	17
Refused	2
Education	
8 years or less	11
Some high school, but did not graduate	17
High school graduate	36
Graduate of vocational or technical school	3
Some college	12
Graduate of two-year college	4
Graduate of four-year college	9
Graduate school	6
Not sure, refused	1

- continued -

Table 1

Demographic Characteristics of the Sample
(N=840)
(continued)

	%
Income	
$7,000 or less	15
$7,001 to $10,000	13
$10,001 to $15,000	16
$15,001 to $20,000	12
$20,001 to $25,000	6
Over $25,000	9
Refused, not sure	29
Marital Status	
Single	25
Married	49
Divorced/separated	12
Widowed	13
Refused	1
Neighborhood	
Astoria	18
Bedford Stuyvesant	3
Brownsville	*
Bushwick	2
Corona	2
East Elmhurst	3
East New York	*
Elmhurst	8
Flatbush	1
Forest Hills	*
Glendale	3
Greenpoint	6
Hunter's Point	*
Jackson Heights	11
Kew Gardens	*
Long Island City	3
Maspeth	2
Middle Village	2
Rego Park	1
Richmond Hill	*
Ridgewood	7
Sunnyside	3
Williamsburg	10
Woodhaven	*
Woodside	9
Other	4

- continued

*More than 0% but less than 1/2%.

Table 1

Demographic Characteristics of the Sample
(N=840)
(continued)

	%
Length of Time in Neighborhood	
Less than one year	7
One year to less than three years	12
Three years to less than five years	10
Five years to less than ten years	13
Ten years or more	58

B. Perceptions of Problems Facing Respondents' Neighborhoods

FINDINGS: Inadequate recreational facilities, crime and general neighborhood deterioration are viewed as the most important problems in the neighborhoods from which respondents were sampled. Poor adult education facilities is rated as of moderate importance when compared to other problems. The data point to a substantial market for adult education programs.

Blacks and Hispanics tend to see neighborhood problems as more serious than do whites. Also, problems are rated as more important by those with previous experience in continuing education programs.

Inadequate adult educational facilities are regarded as important by persons less than 65 years old, by unemployed respondents who are looking for work, by persons who would like to change jobs, by adults who feel that they need additional education to get a better job, and by persons with a positive attitude toward attending school.

DISCUSSION:

The questionnaire contained an item asking respondents to rate each of eleven potential neighborhood problems; as will be seen in the questionnaire (reproduced in the Appendix to this report) and in the results contained in Table 2, possible responses included "an important problem that affects you personally, an important problem though one that doesn't affect you personally", and "not an important problem".

Perhaps the most unexpected finding in Table 2 is that inadequate recreational facilities is viewed as slightly more important than crime, a problem that for years has been consistently viewed as one of the most important ones facing urban residents. Also scoring relatively high, with 20% or more of the respondents in the "important and affects me

personally" category are "general deterioration of your neighborhood" and "inadequate information about health care".

"Poor educational facilities for adults", the single item most directly relevant to the purpose of this study, is viewed as of moderate importance when compared to other problems, with 17% of the sample responding "important and personal" and another 13% saying "important but not personal". This item is also distinguished by the relatively high percent of "not sure" responses, suggesting, as might be expected, that persons with no interest in continuing education are less likely to be aware of the extent to which such facilities are available. In sum, the data point to a sizeable market for continuing education courses.

Also noteworthy are the relatively low importance attached to "unemployment" and "ethnic and/or racial tension", the latter item especially so in view of the finding (see Table 3) that blacks and Hispanics do <u>not</u> rate this item higher than do whites.

Table 3 presents the answers (only the "important and affects me personally" responses) tabulated by race. In almost all cases, blacks and Hispanics give more importance to these problems than do whites, a finding no doubt reflecting the real differences in conditions between neighborhoods inhabited by various racial groups.

As shown in Table 4, the importance attached to these problems varies somewhat according to whether the respondent has any previous experience in continuing education, with persons with no previous experience in such educational programs tending to view these problems as less important than persons who have participated in continuing education programs. For example, respondents who have participated in a degree-granting adult education program are more likely to view "inadequate recreational facilities" as an important personal problem than those who have taken only non-degree programs, who in turn view the problem as more serious than do respondents who have never participated in such educational activities. Such a finding, of course, does not answer the question of the causal relation between these two variables: i.e. does participation in continuing education make people more sensitive to problems in their neighborhood, do they tend to enroll in educational programs as a result of perception of neighborhood problems, or is the kind of person who is likely to further his or her education after leaving full-time school also more likely to be aware of problems when they exist? Probably each of these explanations is true to some degree; certainly the plausibility of the first hypothesis underscores the contribution that continuing education can make to society.

Finally, Table 5 presents the results of the rating of the importance of "poor educational facilities for adults" tabulated by selected demographic and attitudinal measures

(in addition to those contained in Tables 3 and 4). Although there are no appreciable and consistent differences by sex and education, other variables show interesting patterns. Older people, especially those over 65, attach less importance to continuing education. Consistent with this result is the finding that retired persons also give a low rating to adult education. This finding that older people are not especially interested in furthering their education is one that emerges repeatedly from this data.

Interest in adult education is especially high among respondents who are unemployed and looking for work. Persons who would like to change their jobs, who feel the need for additional job training or education, and who are relatively open to the idea of attending classes also tend to attach a higher importance to adult education.

Table 2

Ratings of Importance of Selected Problems in Respondents' Neighborhoods

	Important And Affects Respondent Personally %	Important Though Does Not Affect Respondent Personally %	Not Important %	Not Sure %
Inadequate recreational facilities	30	16	46	7
Crime	26	27	44	3
General deterioration of your neighborhood	23	18	57	2
Inadequate information about health care	20	9	57	14
Poor educational facilities for adults	17	13	48	22
Poor library service	17	9	66	8
Poor transportation	16	7	75	2
Poor housing in your neighborhood	15	17	66	2
Unemployment	12	17	47	24
Ethnic and/or racial tension	10	12	75	2
Unfriendly people	9	9	78	3

Percentages are based on entire sample. Problems are listed from most important to least important.

Table 3

Ratings of Neighborhood Problems by Race

	White %	Black %	Hispanic %
Inadequate recreational facilities	29	29	33
Crime	24	43	30
General deterioration of your neighborhood	21	33	29
Inadequate information about health care	17	20	26
Poor educational facilities for adults	14	24	27
Poor library service	14	20	24
Poor transportation	14	18	22
Poor housing in your neighborhood	10	29	23
Unemployment	9	24	17
Ethnic and/or racial tension	10	13	13
Unfriendly people	7	9	20

Cell entries are the percent of each racial/ethnic group selecting the "important and affects me personally" option.

Depending on the format, tables that present answers tabulated by subgroups of the sample should be read by comparing either within rows or columns. In this table the comparisons should be within a row. For example, 24% of the whites rate crime as a problem that affects them personally, as compared to 43% and 30% of blacks and Hispanics respectively who feel the same way.

When reading Table 5, on the other hand, comparisons are within columns. For example, 19% of the men in the sample give the "important and personally affected" response for inadequate adult education facilities, while 17% of women interviewed give the same response.

A note at the bottom of each table indicates how comparisons should be made.

Table 4

Ratings of Neighborhood Problems
by Previous Experience in Adult Education

	Previous Adult Education Experience		
	Degree Programs %	Non-Degree Programs %	None %
Inadequate recreational facilities	42	35	25
Crime	37	24	26
General deterioration of your neighborhood	28	27	21
Inadequate information about health care	23	25	17
Poor educational facilities for adults	16	23	15
Poor library service	31	19	14
Poor transportation	25	20	12
Poor housing in your neighborhood	14	14	15
Unemployment	18	13	10
Ethnic and/or racial tension	11	13	10
Unfriendly people	14	1[illegible]	7

Cell entries are the percent in each group selecting the "important and affects me personally" option. Previous adult education experience is measured in Q. 14 of the questionnaire.

Compare within rows.

Previous experience in continuing education is discussed further in the section beginning on page 48.

Table 5

Ratings of Importance of
Poor Adult Educational Facilities

	Important And Affects Respondent Personally	Important Though Does Not Affect Respondent Personally	Not Important	(Base)
	%	%	%	
Sex				
Male	19	13	47	(258)
Female	17	13	49	(547)
Age				
18 to 24	21	18	47	(107)
25 to 44	22	14	47	(350)
45 to 64	17	11	48	(202)
65 and over	5	10	54	(143)
Education				
Less than high school graduate	18	11	48	(238)
High school graduate*	16	12	48	(332)
Some college**	23	15	49	(137)
College graduate (4 years) or more	15	16	47	(123)
Status (Q.4)				
Employed	18	15	46	(460)
Unemployed, looking for work	37	9	44	(68)
Unemployed, not looking for work	17	12	49	(130)
Retired	8	11	55	(161)
Attitude Towards Job (Q.9)				
Prefer to keep present job	13	14	47	(285)
Would prefer another job	26	18	41	(154)

- continued -

Compare within columns.
*Includes persons having attended vocational, trade, and commercial business schools.
**Includes respondents with degrees from two-year institutions.

Table 5

Ratings of Importance of
Poor Adult Educational Facilities
(continued)

	Important And Affects Respondent Personally %	Important Though Does Not Affect Respondent Personally %	Not Important %	(Base)
Attitude Toward Job Skills (Q.10)				
Need additional training or education	29	18	38	(253)
Present skills or education sufficient	13	11	52	(245)
Attitude Toward Attending School (Q. 21)				
Enjoy attending school	20	13	47	(482)
Don't like attending school, but will put up with it if necessary to attain some goal	21	12	46	(168)
Don't want to attend classes under any circumstances	9	13	55	(152)

C. Employment Patterns

FINDINGS: Just over half of those interviewed are employed, while 8% are unemployed but looking for work. About one in five respondents is retired, and one out of every six is unemployed and not seeking a job. Occupational status varies considerably across demographic categories, with higher unemployment rates for young persons, minorities, etc.

Over half the sample works at white collar jobs, though there is also a sizeable group of blue collar workers. As would be expected, the kind of job the respondent holds is correlated significantly with demographics: women, for example, are more likely to hold white collar jobs, less educated persons are concentrated in blue collar jobs, etc.

The kinds of organizations respondents work for appear representative of the diversity of occupational opportunities in the city.

DISCUSSION:

Table 6 displays the results to a question asking if the respondent was employed, unemployed looking for work, retired, or otherwise unemployed and not looking for work (Q.4). Just over half are employed and 8% are looking for work. About one in five respondents is retired, while a slightly smaller number of persons who are not retired is unemployed and not looking for work (the fact that 93% of the last group are women suggests that the unemployed, not looking for work but not retired group is composed mainly of housewives).

Not unexpectedly, there are fairly large differences on the demographic variables given in Table 6 between persons

of different statuses. Men are much more likely to be employed than women. The unemployment rate is higher among minorities (appreciably so for Hispanics) than among whites, and persons in the 18 to 24 year old category are more likely to be unemployed and in the job market than older persons. Income statistics are as expected in that figures are higher among those now working, and the more education one has the more likely he or she is to be employed.

Respondents who indicated that they were either employed or unemployed but looking for work were asked what king of work they do (Q.5). Displayed in Table 7 are the results, which have been classified into four broad occupational categories: professional, managerial, and technical (including all business executives; professional as well as highly skilled technical personnel such as engineers, scientists, researchers; arts, actors, musicians, etc.; government executives, etc.); white collar (office workers, factory foremen and supervisors, salesmen, civil servants lower than managerial level, lower level professionals such as nurses and teachers, persons providing skilled personal services); owners of small businesses; and blue collar workers (skilled and unskilled factory workers; skilled craftsmen such as plumbers and electricians; casual laborers; etc.)

White collar workers dominate the sample, far ahead of blue collar workers, the next most frequent category. Only

small percentages are in the professional-managerial-technical or small business categories. Differences between those employed and those looking for work are slight, with white collar workers slightly more frequent among the former group.

Differences by sex are large, with women not unexpectedly concentrated in white collar positions. (The fact that women are overrepresented in the sample implies that the occupational distribution is skewed toward the white collar category.)

Differences between racial groups are slight, though it is not surprising that minority respondents are slightly more likely to hold lower status blue collar jobs. Tabulations by age show that the older one becomes, the more likely is a blue collar job.

Income figures reveal that, as expected, professionals do best on this measure, while blue collar workers earn the least. Lastly, there are strong differences by educational attainment in the expected direction.

Respondents were also asked for the kind of organization they worked for, and their answers were categorized as shown in Table 8. A wide diversity of kinds of organizations are represented in the table, one result of which is that no one category has a large number of respondents; firms providing services for the public are, at 15% of the sample, the most common, followed by government workers. Inspection of

the accompanying detailed tabulations uncovers the following differences between subgroups of the sample:

- women are more likely to be employed in the health industry
- Hispanics (but not blacks!) are more concentrated in manufacturing
- blacks are more likely to have government jobs
- persons in the highest income category (over $20,000 a year) are more likely to work for financial firms, organizations providing services for industry, and government
- respondents with less than a high school education are more likely to work in manufacturing and for service firms oriented to the public, whereas college educated persons are disproportionately found in government and the health industry
- persons from households where a language other than English is spoken tend to hold jobs in manufacturing and public-oriented services.

Table 9 presents the results for a question asking whether the respondent works full-time or part-time. The great majority, of course, work full-time, though the incidence of part-time employment is understandably higher among persons looking for work. Table 9 also indicates that only 14% of those questioned are self-employed. As indicated in the detailed tabulations, part-time employment is more common among women, among whites, among those aged 65 or over, and among persons with lower incomes.

Table 6

Respondent's Present Status

	Status				
	Employed %	Unemployed Looking For Work %	Unemployed Not Looking For Work %	Retired %	(Base)
Total Sample	55	8	16	19	(837)
Sex					
Male	73	8	3	14	(257)
Female	47	8	21	21	(546)
Race					
White	54	6	16	23	(556)
Black	50	10	18	19	(114)
Hispanic	55	22	16	5	(111)
Age					
18 to 24	64	20	13	1	(107)
25 to 44	67	10	21	1	(349)
45 to 64	59	4	17	16	(201)
65 and over	13	1	6	80	(142)
Income					
$10,000 or less	36	12	20	30	(228)
$10,001 to $20,000	66	10	15	8	(236)
$20,001 and over	86	2	8	4	(124)
Education					
Less than high school graduate	35	8	24	30	(236)
High school graduate	55	9	16	19	(331)
Some college	69	12	8	10	(137)
College graduate (4 years) or more	78	3	6	11	(123)

Compare within columns

Other unclassifiable answers and refusals (amounting to 2% of the total sample) are not shown.

Table 7

Occupations of Persons Employed or Looking for Work

	Professional, Managerial, Technical	White Collar	Small Business Owners	Blue Collar	(Base)
	%	%	%	%	
Total Sample	7	59	4	29	(539)
Status					
Employed	6	61	4	28	(459)
Unemployed, looking for work	7	50	3	34	(68)
Sex					
Male	10	38	6	44	(212)
Female	4	72	2	19	(309)
Race					
White	8	60	5	27	(333)
Black	7	55	3	35	(75)
Hispanic	3	54	1	38	(87)
Age					
18 to 24	3	67	4	21	(91)
25 to 44	10	59	4	27	(273)
45 to 64	3	55	4	38	(130)
65 and over	4	56	4	35	(23)
Income					
$10,000 or less	3	57	2	37	(117)
$10,001 to $20,000	3	60	4	33	(181)
$20,001 and over	19	64	3	13	(109)
Education					
Less than high school graduate	0	37	3	58	(105)
High school graduate	5	60	5	30	(216)
Some college	8	68	1	21	(112)
College graduate (4 year) or more	16	69	8	7	(100)

Occupation was asked only of respondents who indicated in Q. 4 that they were employed or unemployed but looking for work.

Compare within columns.

Table 8

Type Organizations Respondents Are Employed By*

	% of Total
Construction	2
Manufacturing	11
Utilities, communications, transportation	4
Financial	11
Service oriented to public (restaurant, hairdresser, etc.)	15
Service oriented to industry (advertising, personnel company, etc.)	5
Health	8
Government, not elsewhere classified	12
Private non-profit	5
Other	10
Vague (wherever I can, etc.)	4
Not classifiable	7
(BASE)	(517)

*Asked only of those working or looking for work.

Table 9

Extent of Part-Time/Full-Time and Self-Employment Among Those Working and Looking for Work

		Total %	Employment Status: Employed %	Employment Status: Looking For Work %
Employed (Q.6)				
Full-time		83	86	67
Part-time		15	13	27
Both, it depends, etc.		2	1	4
	(BASE)	(514)	(440)	(66)
Respondent Works For: (Q. 8)				
Self		14	17	12
Other person or organization		85	86	82
Varies, etc.		1	- *	4
	(BASE)	(523)	(448)	(66)

Compare within rows.

D. Attitudes Towards Job Advancement and Related Educational Programs

FINDINGS: A substantial proportion---roughly one third---of employed respondents are interested in getting a better job. The desire to upgrade is strongest among blacks, younger respondents, business and white collar workers, and persons having some college education.

Almost half of the sample members in the labor force feel that additional training would be necessary to obtain a better job. Respondents looking for work are more likely to admit to the need for additional training, as are those who would prefer to change jobs. Women, minorities, younger people, lower income respondents, blue collar workers, and persons without a college education express greatest interest in further education.

Of five possible areas of job-related education, training in specific job skills elicits the most interest. Interest in these areas of training is greatest among minorities, younger respondents, blue collar workers, persons earning less money, respondents wanting to switch jobs, and those who view their present skills as insufficient.

Unemployed and not-retired persons not in the labor force are about evenly split in whether or not they would be interested in working if a job came along. The attitudes of those who would consider working toward different areas of instruction are similar to those of respondents in the labor force in that skills training is preferred.

DISCUSSION:

Persons employed at the time of the interview were asked (Q.9) whether they are satisfied with their present job and plan to keep it, hope to get a better position in their present company, or would prefer a job in another company. The results (Table 10) indicate that a substantial minority (one third of those working) are interested in changing their

job either within their present organization or in another organization altogether. The desire to change jobs is greatest among blacks, among younger persons, among those having some college education, and among white collar workers.

The next question (Q.10) asked respondents, both those employed and looking for work, if they felt that their present skills and education are sufficient or whether additional training would be necessary if they wanted to get a better job. (Note that the question was asked regardless of the respondent's attitude toward changing jobs as discussed immediately above.) Displayed in Table 11 are the answers. Almost half of those questioned felt that additional training would be needed to secure a better position, and the perception that further education is needed is slightly greater among those unemployed and looking for a job and among those persons who would definitely prefer another job.

Interest in further job-related education is greatest among women, among Hispanics and blacks, among younger persons, among those in lower income brackets, among respondents who have not graduated from college (especially those without a high school diploma), and among blue collar workers.

Presented in Table 12 are results of a subsequent series of items asking for respondent interest in five broad areas of possible job-related educational programs. Job skills training, both in the sense of skills for different jobs and greater mastery of the skills needed for the respondent's

current job, are the most popular and are not sharply differentiated in terms of preferences. Instruction aimed at increasing self-confidence and defining career goals is, compared to the other choices, of medium interest for the entire sample, though it attracts a much larger positive response from persons looking for work. English as a second language is rated last.

It is hardly surprising that respondents looking for work express greater interest in each of the five areas of instruction than persons now employed.

Tables 13 through 17 contain the responses to each of these five items tabulated by selected demographic and attitudinal measures. There are a number of similarities in the patterns for each area of instruction. Compared to those now satisfied with their present jobs, respondents preferring another job to the one they have attach greater interest to all subjects except English as a foreign language. Persons who view their skills as insufficient for obtaining a better job attach greater importance to each area of instruction. Differences between racial groups are consistent and moderately strong, with blacks and Hispanics, the latter especially, placing greater emphasis on further training. Noteworthy here is the much greater interest Hispanics show for learning self-confidence and defining career goals, suggesting that they have more difficulty adapting to American culture than blacks.

Interest in these topics is stronger among younger respondents, especially those in the 18 to 24 bracket. In general, interest is less among persons from households with incomes over $20,000.

Breakdowns by educational attainment show that more often than not interest is lowest among respondents who have graduated from college. The one exception is improving job skills, where college graduates are slightly more interested in such instruction than persons with no more than a high school diploma. Differences between the three groups with the less than a four-year college degree show no consistent pattern; individuals without a high school diploma have the most interest in basic academic skills such as reading and math.

In addition to being predictably more interested in English as a second language, respondents from homes where languages other than English are spoken are more interested in all of the subject areas than persons from households where only English is spoken.

Finally, we note that blue collar workers display somewhat greater interest in five of the six subjects than business and white collar workers. The one exception is training to improve present job skills, where interest is slightly higher among business and white collar workers than among their somewhat lower status peers.

Thus far the discussion in this section has been limited to respondents either employed or looking for work, since job-related training is most directly relevant for these individuals. It is, however, possible that persons not looking for work might be interested in a job under the right circumstances. Consequently, that segment of the sample indicating on Q.4 (see page 24) that it was unemployed not looking for work, but not retired was asked (Q.12) if they would consider a job if one came along or if they definitely are not interested in working. Their answers (see Table 18) are almost equally split between the two options. Minority respondents are more likely to be interested in working than whites, and the appeal of a job declines sharply as one moves into the upper age groups.

Members of the above group who expressed some interest in working were also asked to respond to the question measuring receptivity to selected educational programs. Their answers (see Table 19) closely follow those reported earlier in Table 12 in that training in specific job skills attracts the greatest interest. Some interest is shown for self-confidence and career goals and for stronger academic skills. The small number of persons asked this question precludes a meaningful analysis within additional demographic and attitudinal categories.

Table 10

Attitude Toward Respondent's Current Job

	Respondent Would Like To:				
	Keep Present Position %	Get A Better Position In Present Company %	Get Job In Another Company %	Not Sure %	(Base)
Total	63	20	14	3	(453)
Race					
White	68	19	10	3	(293)
Black	45	27	25	4	(56)
Hispanic	61	16	19	3	(62)
Age					
18 to 24	40	24	33	3	(67)
25 to 44	55	25	16	3	(230)
45 to 64	83	10	3	4	(114)
65 and over	90	10	0	0	(21)
Education					
Less than high school graduate	79	7	10	4	(81)
High school graduate	65	9	13	3	(180)
Some college	50	32	16	1	(93)
College graduate (4 years) or more	57	21	18	3	(94)
Occupation					
Business and white collar*	59	24	14	3	(322)
Blue collar	73	10	13	3	(128)

*Consists of professionals, managers, and technical personnel; white collar workers, and small business owners (i.e. the first three columns shown in Table 7). 85% of these are white collar workers.

This question was asked only of persons employed at the time of the interview.

Compare within columns.

Table 11

Respondent's Perception of Whether Additional Training Is Needed For a Better Job

	Need Additional Qualifications Or Training %	Present Skills/ Education Sufficient %	Not Sure %	(Base)
Total	48	46	6	(531)
Job Status				
Employed	46	48	6	(455)
Looking for work	55	37	8	(67)
Race				
White	42	52	6	(329)
Black	52	41	7	(73)
Hispanic	60	34	6	(86)
Age				
18 to 24	56	42	2	(89)
25 to 44	51	43	7	(271)
45 to 64	40	52	8	(126)
65 and over	27	64	9	(22)
Income				
$10,000 or less	52	42	6	(115)
$10,001 to $20,000	55	42	3	(180)
$20,001 and over	37	55	8	(107)
Education				
Less than high school graduate	66	28	6	(102)
High school graduate	46	46	8	(214)
Some college	50	45	5	(111)
College graduate (4 years) or more	32	64	4	(99)

- continued -

*Asked only of respondents either employed or looking for work.

Compare within columns.

Table 11

Respondent's Perception of Whether Additional Training Is Needed For a Better Job
(continued)

	Need Additional Qualifications Or Training %	Present Skills/ Education Sufficient %	Not Sure %	(Base)
Occupation				
Business and white collar	45	51	4	(369)
Blue collar	54	35	11	(156)
Attitude Toward Present Job				
Keep present job	41	52	7	(284)
Prefer another job	57	38	5	(152)
Sex				
Male	41	50	9	(210)
Female	52	44	5	(303)

Table 12

Interest in Career-Oriented Educational Programs

Type Training	Status	Interest In Training: Great Interest %	Some Interest %	No Interest %	Not Sure %	(Base)
Training to teach how to do some other kind of work	Total	34	24	41	1	(528)
	Employed	32	24	44	*	(452)
	Looking for work	52	25	21	2	(67)
Training to improve skills in present job	Total	33	20	45	2	(529)
	Employed	30	21	47	2	(455)
	Looking for work	49	18	32	0	(65)
Building self-confidence and defining career goals	Total	29	18	51	1	(518)
	Employed	26	19	55	1	(447)
	Looking for Work	52	11	33	5	(64)
Stronger academic skills such as reading and math	Total	26	16	56	1	(529)
	Employed	23	17	59	1	(454)
	Looking for work	42	17	41	0	(66)
English as a second language	Total	16	4	79	1	(525)
	Employed	15	4	80	*	(450)
	Looking for work	26	2	70	3	(66)

Items are listed from most to least popular.

The question was asked of respondents working or looking for work.

Compare within columns.

*Greater than 0% but less than 1/2%.

Table 13

Interest in Training to Learn Some Other Kind of Work

	Great Interest %	Some Interest %	No Interest %	(Base)
Attitude Toward Job				
Keep present job	22	22	55	(282)
Prefer another job	48	25	27	(150)
Attitude Toward Present Job Skills				
Need additional training	51	22	26	(251)
Present skills sufficient	19	25	56	(242)
Race				
White	27	24	48	(328)
Black	45	18	37	(73)
Hispanic	50	27	21	(84)
Age				
18 to 24	56	26	14	(87)
25 to 44	38	26	36	(269)
45 to 64	20	20	61	(127)
65 or over	9	4	86	(22)
Income				
$10,000 or less	37	30	32	(115)
$10,001 to $20,000	46	24	30	(179)
$20,001 and over	28	15	57	(106)
Education				
Less than high school graduate	37	21	42	(101)
High school graduate	36	23	40	(214)
Some college	44	27	28	(110)
College graduate (4 year) or more	19	20	59	(98)
Language Spoken in Home				
English only	33	24	43	(307)
Others	37	23	39	(216)
Occupation				
Business and white collar	32	26	42	(368)
Blue collar	40	18	40	(154)

Asked only among those working or looking for work.

Compare within columns.

Table 14

Interest in Training to Improve Skills in Present Job

	Great Interest %	Some Interest %	No Interest %	(Base)
Attitude Toward Job				
Keep present job	26	21	50	(282)
Prefer another job	38	24	37	(153)
Attitude Toward Present Job Skills				
Need additional training	42	22	36	(250)
Present skills sufficient	25	20	53	(243)
Race				
White	28	22	48	(330)
Black	40	12	45	(74)
Hispanic	45	18	35	(82)
Age				
18 to 24	45	20	34	(87)
25 to 44	34	23	42	(270)
45 to 64	26	16	56	(127)
65 or over	18	18	64	(22)
Income				
$10,000 or less	30	23	47	(114)
$10,001 to $20,000	38	18	42	(179)
$20,001 and over	31	25	44	(108)
Education				
Less than high school graduate	29	19	50	(102)
High school graduate	31	18	49	(212)
Some college	41	21	37	(111)
College graduate (4 year) or more	33	25	39	(99)
Languages Spoken In Home				
English only	28	21	48	(309)
Others	39	19	41	(215)
Occupation				
Business and white collar	35	22	43	(371)
Blue collar	28	18	51	(152)

Asked only among those working or looking for work

Compare within columns.

Table 15

Interest in Course in Building Self-Confidence and Defining Career Goals

	Great Interest %	Some Interest %	No Interest %	(Base)
Attitude Toward Job				
Keep present job	19	16	63	(276)
Prefer another job	37	24	39	(147)
Attitude Toward Present Job				
Need additional training	37	25	37	(245)
Present skills sufficient	21	12	66	(238)
Race				
White	22	17	60	(324)
Black	36	24	39	(70)
Hispanic	52	16	31	(81)
Age				
18 to 24	42	23	34	(87)
25 to 44	32	20	46	(263)
45 to 64	15	12	71	(125)
65 or over	19	14	67	(21)
Income				
$10,000 or less	32	18	47	(112)
$10,001 to $20,000	40	21	38	(174)
$20,001 and over	16	17	65	(105)
Education				
Less than high school graduate	36	9	52	(101)
High school graduate	30	18	50	(208)
Some college	32	28	39	(108)
College graduate (4 year) or more	17	17	67	(96)
Language Spoken in Home				
English only	26	19	54	(301)
Others	33	17	47	(213)
Occupation				
Business and white collar	27	20	52	(360)
Blue collar	33	15	49	(152)

Asked only among those working or looking for work
Compare within columns.

Table 16

Interest in Course in Stronger Academic Skills Such as Reading and Math

	Great Interest %	Some Interest %	No Interest %	(Base)
Attitude Toward Job				
Keep present job	21	15	62	(283)
Prefer another job	28	23	49	(151)
Attitude Toward Present Job Skills				
Need additional training	38	19	41	(252)
Present skills sufficient	13	13	73	(241)
Race				
White	19	15	65	(328)
Black	34	23	42	(74)
Hispanic	44	18	38	(84)
Age				
18 to 24	36	26	38	(88)
25 to 44	27	16	56	(270)
45 to 64	17	13	69	(126)
65 or over	18	14	68	(22)
Income				
$10,000 or less	34	19	46	(114)
$10,001 to $20,000	29	20	50	(179)
$20,001 and over	17	12	70	(107)
Education				
Less than high school graduate	40	16	44	(101)
High school graduate	27	18	55	(214)
Some college	24	22	53	(110)
College graduate (4 year) or more	12	9	77	(99)
Languages Spoken In Home				
English only	21	18	60	(309)
Others	33	15	50	(215)
Occupation				
Business and white collar	20	18	60	(369)
Blue collar	38	13	48	(154)

Asked only among those working or looking for work

Compare within columns.

Table 17

Interest in English as a Second Language Course

	Great Interest %	Some Interest %	No Interest %	(Base)
Attitude Toward Job				
Keep present job	15	4	80	(280)
Prefer another job	15	6	79	(150)
Attitude Toward Present Job Skills				
Need additional training	24	4	70	(251)
Present skills sufficient	8	3	88	(239)
Race				
White	10	3	86	(327)
Black	8	6	85	(73)
Hispanic	41	2	55	(83)
Age				
18 to 24	14	5	80	(86)
25 to 44	20	3	75	(268)
45 to 64	7	5	88	(126)
65 or over	14	0	86	(22)
Income				
$10,000 or less	20	2	77	(113)
$10,001 to $20,000	19	4	74	(77)
$20,001 and over	8	4	89	(107)
Education				
Less than high school graduate	26	3	68	(100)
High school graduate	15	4	80	(213)
Some college	16	5	80	(108)
College graduate (4 year) or more	9	3	88	(99)
Languages Spoken In Home				
English only	5	2	92	(307)
Others	32	6	61	(213)
Occupation				
Business and white collar	12	4	83	(367)
Blue collar	25	4	69	(152)

Asked only among those working or looking for work

Compare within columns.

Table 18

Attitudes Toward Working Among
Unemployed Respondents Not Looking For Work

	Would Consider A Job %	Not Interested In Working %	Not Sure %	(Base)
Total	42	47	12	(137)
Race				
White	35	51	14	(96)
Black	59	35	6	(17)
Hispanic	56	39	6	(18)
Age				
18 to 24	60	20	20	(15)
25 to 44	42	49	9	(77)
45 to 64	40	49	11	(37)
65 and over	14	71	14	(7)

Asked only among unemployed respondents who are not looking for work and not retired.

Compare within columns.

Table 19

Interest in Career-Oriented Educational Programs Among Unemployed Respondents Not Looking For Work Who Would Consider Taking a Job

	Great Interest %	Some Interest %	No Interest %	Not Sure %	(Base)
Type Training					
Learning how to do a specific job of interest to you	35	38	24	3	(63)
Building self-confidence and defining career goals	21	30	46	3	(61)
Stronger academic skills such as reading and math	22	24	52	2	(63)
English as a second language	10	14	75	2	(63)

E. Participation In Continuing Education Programs

FINDING: Thirty eight percent of the sample says that they have participated in some form of adult education. Taking individual courses is the most common form of these educational experiences. Participation is greatest among blacks, younger respondents, persons from higher income households, and business and white collar workers.

Education was more likely to be pursued out of occupational motivations than for purely personal interest, though a sizeable minority gave the latter response. Occupational motivations are most common among blacks and Hispanics, among younger respondents, and among those from lower income households.

Business and vocational courses are more frequently pursued than academic ones, while other courses, such as high school equivalency, recreational and self-help programs, are much less popular.

Most persons enrolling in non-degree programs do not do so to earn academic credit.

Four-year colleges were the most frequently attended institutions, followed by two-year schools, high schools, and vocational and trade schools.

The most commonly given reason for the choice of place to study is locational convenience, though concern for the quality of the school and the program was also given relatively frequently. Two-year schools are frequently accepted on account of convenience, and they also compare favorably with other institutions in terms of quality.

DISCUSSION

One objective of the survey was to determine to what extent adults have participated in continuing education programs as well as the kind of courses,etc. they have enrolled in. The results to the first of a series of questions exploring past adult education experience are displayed in Table 20.

Sixty-two percent of those interviewed have not previously taken part in any adult education program, while the remainder have participated in degree programs (two-year and four-year), certificate or other non-degree programs, and individual courses. The latter, at 19% of the total sample, is the most popular mode of continuing education experience. It is interesting to note the preponderance of non-degree programs (both on a certificate and individual course basis) and the relative popularity of two-year degree programs in comparison to four- year ones.

There are interesting differences in the continuing education experiences of various subgroups of the sample. Blacks are slightly more likely to have continued their education than either whites or Hispanics. Age differences are substantial, with younger respondents more likely to have taken part in such programs, especially those earning two- and four-year degrees.

More affluent respondents tend also to have greater involvement in these educational activities, especially at the individual course level. Much the same pattern emerges for better educated respondents. Respondents who are working or looking for a job have a higher incidence of participation than retirees or those unemployed and not seeking a job. Finally, we assume that blue collar workers have enrolled in such programs to a much lesser degree than higher status business and white collar workers.

Respondents who had participated in non-degree programs

were asked whether their activities were primarily job related or for personal interest (Q.15), and their answers are given in Table 21. Not unexpected is the finding that occupational motivations are reported more frequently than personal interest (50% and 37% respectively). There is, of course, a correlation between whether the program earned a credential or was just on an individual course basis and whether the motivation was vocational or personal interest.

Differences by race show that blacks, followed by Hispanics, are more likely to take courses for occupational reasons than are whites. Older respondents are more likely to have enrolled out of personal interest, while the incidence of occupational motivations is more common among lower income respondents.

A follow-up question, again asked only of those who were enrolled in non-degree programs, is the kind of course(s) taken (Q.16). As given in Table 22, business and vocational subjects were more popular than academic subjects, though there were a substantial number of the latter. Persons just taking individual courses are more likely to have enrolled in academic subjects than those earning credentials, who, of course, favored vocational courses.

Table 23 contains the types of courses taken by non-degree students tabulated by related demographic measures. Women have to a slight degree enrolled in high school equivalency programs more so than men. Blacks have favored business and vocational programs when compared to whites, who are higher on academic

courses, with Hispanics in between.

Academic courses are more popular among college graduates, while those without a high school diploma show greater participation in high school equivalency and other basic education programs. Business and white collar workers have been enrolled in GED and basic education programs more so than blue collar workers.

Q.17 asked if those individuals having taken non-degree programs took their courses for credit or not. As indicated in Table 24, most of these experiences have not been for credit. Taking courses for credit is most common among people in the 18 to 24 bracket and among those in the labor force.

Respondents with experience in adult education were also asked where they took the courses, and the resulting answers have been tallied in some detail in Table 25. Four-year colleges attract considerably more students than two-year ones, though, at 16% of the total, the number of adults having studied at two-year schools is not insignificant. Reasonably popular are high schools and business and technical schools as well as institutions whose primary purpose is not education, such as community centers and cultural institutions, and health facilities. Participation in the most popular types of programs (certificate and other non-degree programs and enrolling for individual courses) are distributed roughly equally across the various types of institutions,

though high schools are slightly in the lead.

Table 26 tabulates the type institution attended by three selected demographic variables (there are few meaningful differences on other measures). Most differences in the table are small to moderate. Especially relevant is the finding that two-year colleges have had the greatest appeal to younger adults, to high school graduates and those who have attended college but not earned a four-year degree, and to persons who are not retired.

The last question to be discussed in this section (Q.19) asked for the reasons the student selected a particular institution as a place to take courses. The results (Table 27) emphasize the importance of location when selecting a place to study, as this is the most often given reason. People are also concerned about enrolling in a good institution and about getting the program they want, as indicated by the 35% of the sample that gave these type answers. Surprisingly, financial reasons are not given very frequently; only by 12% of the sample.

Reasons vary considerably by type of institution selected. Two year schools are selected to a large extent on account of their locational convenience, especially so when compared to both public and private four-year schools. Two-year colleges also score well in terms of academic and program reasons and are outperformed on this measure only by private four-year institutions.

Table 20

Kinds of Continuing Education Programs Taken by Respondents

	None	4-Year	2-Year	Certificate, Other Non-Degree Credential	Individual Courses	(Base)
	%	%	%	%	%	
Total Sample	62	6	4	8	19	(814)
Race						
White	64	5	3	6	19	(541)
Black	55	6	8	13	17	(112)
Hispanic	65	5	6	8	15	(107)
Age						
18 to 24	53	10	9	9	18	(103)
25 to 44	54	8	5	7	22	(338)
45 to 64	68	4	4	8	17	(196)
65 or over	81	1	1	6	12	(139)
Income						
$10,000 or less	68	3	5	11	15	(218)
$10,001 to $20,000	61	8	5	-6	19	(231)
$20,001 or more	46	10	4	5	31	(119)
Education						
Less than high school graduate	78	1	2	7	11	(231)
High school graduate	68	2	2	7	18	(324)
Some college	37	14	13	8	25	(134)
College graduate (4 year) or more	36	17	4	7	32	(116)
Occupational Status						
Employed	53	8	5	8	23	(442)
Unemployed looking for work	58	2	6	6	24	(66)
Unemployed not looking for work	72	4	5	7	12	(128)
Retired	80	2	1	6	12	(157)

- continued -

Table 20

Kinds of Continuing Education Programs Taken by Respondents
(continued)

	None	4-Year	2-Year	Certificate, Other Non-Degree Credential	Individual Courses	(Base)
	%	%	%	%	%	
Occupation						
Business and white collar	45	10	6	10	24	(358)
Blue collar	72	4	2	3	18	(155)

This question (Q.14) was asked of the entire sample. Omitted are "other" responses (3.4%) and "not sures" (0.2%).

Compare within columns.

Multiple responses on this item were allowed; as a result, some rows may total to more than 100%.

Table 21

Whether Continuing Education Experiences Were Primarily For Occupational or Personal Interest

	Purpose of Course				
	Occupational %	Personal Interest %	Both %	Not Sure %	(Base)
Total	50	37	8	6	(255)
Type of Program					
Certificate, other non-degree credentials	60	24	7	9	(55)
Just taking individual courses	45	46	8	1	(150)
Race					
White	45	41	8	6	(164)
Black	64	28	5	3	(39)
Hispanic	52	36	6	6	(31)
Age					
18 to 24	50	33	8	8	(36)
25 to 44	52	36	8	3	(121)
45 to 64	51	37	3	8	(59)
65 or over	36	52	8	4	(25)
Income					
$10,000 or less	64	24	5	7	(59)
$10,001 to $20,000	50	43	3	4	(68)
$20,001 or more	49	38	9	4	(53)

The question was asked only if the respondent was enrolled in a non-degree program.

Compare within columns.

Table 22

Courses Taken by Continuing Education Participants

	Type of Program	
	Certificate, Other Non-Degree Program %	Just Individual Courses %
Courses		
Academic (Net)	24	47
Art, music, etc.	2	14
Humanities, languages, history	15	22
Religion	2	0
Education, guidance, etc.	2	5
Social sciences	2	5
Physical sciences	0	3
Mathematics	4	2
Engineering	0	3
Other academic subjects	0	4
Business, vocational, technical, (Net)	74	53
Computers, data processing, keypunching	6	10
Health field	19	5
Business, general and managerial	26	14
Secretarial and other skills	15	14
Other vocational and technical	9	14
Remedial education, GED	9	3
Recreational	2	2
Other	0	2
(BASE)	(53)	(152)

Asked only of respondents having enrolled in non-degree programs.

Compare within rows.

Multiple responses were allowed.

Table 23

Courses Taken by Demographic Measures

	Type of Course			
	Academic %	Business Vocational Technical %	High School Equivalency %	(Base)
Sex				
Male	47	56	1	(81)
Female	46	51	7	(158)
Race				
White	53	44	6	(158)
Black	28	74	3	(39)
Hispanic	45	59	3	(29)
Education				
Less than high school graduate	22	53	18	(49)
High school graduate	46	60	2	(94)
Some college	50	57	2	(54)
College graduate (4 year) or more	69	33	0	(51)
Language Spoken in Home				
English only	52	48	5	(136)
Others	42	57	4	(112)
Occupation				
Business and white collar	50	50	6	(145)
Blue collar	44	56	0	(41)

Asked only of respondents taking non-degree programs.

Compare within columns.

Multiple responses permitted.

Table 24

Whether or Not Courses Were Taken for Credit

	Credit %	Non-Credit %	Both %	Not Sure %	(Base)
Total	32	61	2	5	(247)
Type of Program					
Certificate, other non-degree credential	24	68	4	4	(53)
Individual courses	29	65	2	4	(150)
Age					
18 to 24	42	48	0	9	(33)
25 to 44	31	63	1	5	(117)
45 to 64	31	60	3	5	(58)
65 or over	20	72	4	4	(25)
Occupational Status					
Employed	34	60	1	5	(164)
Unemployed and looking for work	38	57	0	5	(21)
Unemployed not looking for work	20	70	3	7	(30)
Retired	25	68	4	4	(28)

Asked of respondents who have enrolled in non-degree programs.

Compare within columns.

Table 25

Type of Institution Where Continuing Education Was Taken

	Total	Degree Program 4-Year	Degree Program 2-Year	Certificate, Other Non-Degree Credential	Individual Courses
	%	%	%	%	%
Two-year college (Net)	16	5	48	6	12
LaGuardia Community College	3	0	13	2	3
Manhattan Community College	3	2	6	2	1
New York City Community College	2	0	10	0	2
Queensborough Community College	5	2	10	2	1
Other two-year college	3	0	10	0	4
Four-Year Public College (Net)	21	62	19	10	12
Brooklyn College	2	12	0	0	0
CCNY	4	10	6	0	3
Hunter College	4	5	0	4	4
Queens College	3	10	6	4	1
York College	1	5	3	0	0
Other public 4-year college	8	26	3	4	6
Four-Year Private College (Net)	14	40	13	6	12
NYU	6	12	6	4	6
Pace	2	12	0	0	1
St. John's	1	2	3	0	1
Other private college	6	17	3	4	5
High schools	13	0	3	20	20
Community Centers, libraries, Ys, etc.	6	2	0	4	9
Hospitals, medical centers, etc.	3	0	0	12	2

- continued -

Table 25

Type of Institution Where Continuing Education Was Taken
(continued)

	Total	Degree Program 4-Year	Degree Program 2-Year	Certificate, Other Non-Degree Credential	Individual Courses
	%	%	%	%	%
Vocational, technical or business school	9	0	3	20	9
Place of work	3	0	3	4	4
Other	18	0	6	22	23
Not sure	4	2	6	4	5
(BASE)	(293)	(42)	(31)	(51)	(141)

Asked of all respondents taking any form of continuing education.

Multiple responses are allowed.

Compare within rows.

Table 26

Type of Institution Where Courses Were Taken
By Demographic Measures

	Public 2-Year College %	Public 4-Year College %	Private 4-Year College %	High School %	Community Center Etc. %	Technical Etc. %	(Base)
Age							
18 to 24	20	18	16	11	7	13	(45)
25 to 44	18	20	14	10	7	9	(148)
45 to 64	14	21	18	19	5	5	(62)
65 or over	5	30	15	20	10	10	(20)
Education							
Less than high school graduate	8	12	0	22	12	10	(51)
High School graduate	21	13	7	16	4	14	(97)
Some college	28	25	21	10	1	5	(76)
College graduate (4 year) or more	4	33	26	6	10	6	(69)
Occupational Status							
Employed	17	22	18	10	4	9	(198)
Unemployed looking for work	28	4	8	16	8	12	(25)
Unemployed not looking for work	17	19	3	19	8	17	(36)
Retired	4	22	15	22	7	4	(27)

Asked of all respondents taking any form of continuing education.

Multiple responses are allowed. Some response categories (e.g., health facilities) are omitted.

Compare within columns.

Table 27

Reasons For Selecting An Institution as a Place to Study

	Total %	Public 2-Year College %	Public 4-Year College %	Private 4-Year College %	High School %	Community Center, Etc. %	Vocational, Technical School, Etc. %
Reasons for Choice							
Location, convenience	37	60	32	34	72	29	22
Program and Academic Reasons (Net)	35	38	29	54	13	29	41
Good school generally, good reputation, etc.	21	29	14	37	3	12	26
Offered courses or programs I wanted	10	7	12	12	8	12	15
Other program/academic reasons	4	2	3	5	3	6	0
Financial (inexpensive, low tuition, etc.)	12	9	15	7	8	41	15
Job related (e.g., offered by company, union apprenticeship recommended where I work, etc.)	11	2	8	12	10	12	11
Other reasons	18	7	29	7	20	23	15
No special reason	2	0	2	2	0	0	4
Not sure	5	2	3	5	3	6	7
(BASE)	(301)	(45)	(59)	(41)	(39)	(17)	(27)

F. Reasons For Not Enrolling in Continuing Education Programs

FINDING: The most frequently given deterrents to participation in continuing education are lack of interest, the cost of tuition, the necessity of caring for a child, lack of time, concern for safety when traveling to classes, and lack of exposure to information about courses for adults.

A majority or respondents say they enjoy attending classes, and only about one out of five states categorically that he or she had interest in furthering their education.

DISCUSSION:

The previous section reported that a majority (62%) of adults interviewed have never taken any continuing education programs. In an effort to explore why most adults do not continue their education, each respondent was asked to rate the importance of each of a series of sixteen possible reasons for not doing so. These items and the responses to them are given in Table 28, where they are listed from most important to least important.

Respondents admit that the single most important reason for uninvolvement in continuing education is lack of interest. Also rated high are concern about the course fees and having to care for a child. The fourth ranked item, lack of time, is not especially informative; it is an excuse used by people who have no interest in adult education. It is significant that concern for safety is rated so highly important, especially in view of the finding from the

companion study of high school seniors and LaGuardia no-show students that industrial neighborhoods are perceived as less safe than either residential or commercial areas. The sixth-ranked item is that respondents have not seen enough information on available courses. Responses to other possible reasons are as shown in the table. Analysis of the complete tabulations among selected subgroups of the sample (such as persons who say inadequate adult education facilities are an important problem that affects them personally, adults without a high school diploma, those with no previous participation in adult education, and respondents who say they enjoy going to school) reveals that the rank order of these deterrents is not appreciably different from one group to another.

Presented in Tables 29 through 33 are the answers of selected demographic groups to the five most important items in Table 28. (The criterion for selecting specific demographic variables for presentation in this and other tables is that there be substantively important differences between categories.) Disinterest is greatest among whites, older respondents, and retirees. The feeling that tuition is too expensive is most prevelant among minorities, lower income respondents, respondents without a high school diploma, unemployed persons looking for work, and blue collar workers. Table 31 indicates that child care problems are more common among Hispanics and blacks, in addition to more obvious groups such as women and

persons in the 25 to 44 age group. Finally, concern for personal safety while in transit to class (see Table 33) is expressed most commonly among women and adults 65 and over.

An important issue associated with adult education is the attitudes of adults toward taking part in educational activities. Q. 21 asked respondents to select one of three options: attending classes is "something you enjoy doing, something you don't like but are willing to put up with if necessary to achieve some goal, or is attending classes something you don't want to do under any circumstances." Even allowing for exaggeration on the part of some respondents, the results (Table 34) are very positive. Fifty-eight percent claim to enjoy going to school, while only 18% disavow it completely. The most favorable responses are elicited from women, Hispanics, younger adults, better educated respondents, and persons in the labor force. Inspection of the detailed tabulations reveals frequent correlations between this item and other measures of interest in returning to school, with persons claiming to enjoy school expressing greater interest in specific educational courses, etc.

Table 28

Reasons For Not Taking Adult Education Courses

	Major Reason	Somewhat Important But Not Deciding Factor	Not At All A Reason	Not Sure
	%	%	%	%
You just aren't interested in taking any courses	32	9	58	2
You couldn't afford the course fees	32	10	58	1
You have a child to take care of	27	5	68	*
Your work leaves you no time for school	25	11	63	1
It's not safe to travel to and from the place where courses would be given	24	12	60	4
You haven't seen enough information on available courses	21	13	64	2
You've been out of school so long you don't think you could adjust to going to class and studying	19	11	68	2
Courses aren't given at a convenient time	16	10	68	6
You're too old to go to school	15	6	78	1
It would take too long to get to class	13	10	75	3
It would take too long to complete a program	12	11	72	6
You don't have any way of getting to educational institutions	12	8	80	1

- continued -

*Greater than 0% but less than ½%.

Table 28

Reasons For Not Taking Adult Education Courses
(continued)

	Major Reason	Somewhat Important But Not Deciding Factor	Not At All A Reason	Not Sure
	%	%	%	%
No classes are offered in the subjects that interest you	10	6	78	6
You have a physical disability or handicap that prevents you from going to school	9	3	88	*
Nobody you know takes courses	5	3	90	1
Your spouse wouldn't approve	4	3	91	1

*Greater than 0% but less than ½%.

Questions asked of entire sample. Items are ordered from most to least important.

Table 29

Responses to "You just aren't interested in taking any courses." by Selected Demographics

	% Giving This As A Major Reason For Not Taking Course	(Base)
	%	
Total Sample	32	(829)
Race		
White	35	(553)
Black	30	(112)
Hispanic	19	(109)
Age		
18 to 24	18	(106)
25 to 44	23	(348)
45 to 64	38	(197)
65 or more	52	(141)
Occupation Status		
Employed	29	(455)
Unemployed and looking for work	15	(68)
Unemployed and not looking for work	30	(129)
Retired	46	(159)

Asked of entire sample

Table 30

Responses to "You Couldn't Afford the Course Fees" by Selected Demographics

	% Giving This As A Major Reason For Not Taking Course	(Base)
	%	
Total Sample	32	(834)
Race		
White	26	(554)
Black	43	(114)
Hispanic	47	(111)
Income		
$10,000 or less	42	(228)
$10,001 to $20,000	37	(235)
$20,001 or more	17	(123)
Education		
Less than high school graduate	40	(236)
High school graduate	29	(331)
Some college	34	(137)
College graduate (4 years) or more	23	(122)
Occupational Status		
Employed	31	(458)
Unemployed and looking for work	59	(68)
Unemployed and not looking for work	33	(129)
Retired	23	(160)
Occupation		
Business and white collar	32	(374)
Blue collar	42	(157)

Asked of entire sample

Table 31

Responses to "You Have a Child to Care For" by Selected Demographics

	% Giving This As A Major Reason For Not Taking Course	(Base)
	%	
Total Sample	27	
Sex		
Male	12	(255)
Female	34	(544)
Race		
White	22	(556)
Black	33	(113)
Hispanic	49	(109)
Age		
18 to 24	22	(105)
25 to 44	42	(350)
45 to 64	21	(199)
65 or more	7	(143)
Occupational Status		
Employed	23	(457)
Unemployed and looking for work	35	(68)
Unemployed and not looking for work	61	(130)
Retired	8	(161)

Asked of entire sample

Table 32

Responses to "Your Work Leaves You No Time for School" by Selected Demographics

	% Giving This As A Major Reason For Not Taking Course	(Base)
	%	
Total Sample	25	(826)
Occupational Status		
Employed	33	(455)
Unemployed and looking for work	21	(68)
Unemployed and not looking for work	20	(127)
Retired	7	(157)

Asked of entire sample

Table 33

Responses to "It Is Not Safe To Travel To And From The Place Where Courses Would Be Given" by Selected Demographics

	% Giving This As A Major Reason For Not Taking Courses	(Base)
	%	
Total Sample	24	(829)
Sex		
Male	11	(254)
Female	30	(542)
Age		
18 to 24	21	(105)
25 to 44	19	(349)
45 to 64	23	(198)
65 and over	40	(140)

Asked of entire sample

Table 34

Attitude Toward Attending Classes

	Enjoy Doing %	Don't like, but would put up with %	Don't want to do under any circum-stances %	Not Sure %	(Base)
Total Sample	58	20	18	4	(834)
Sex					
Male	51	28	18	3	(255)
Female	60	17	18	4	(545)
Race					
White	55	20	21	4	(555)
Black	59	23	13	4	(113)
Hispanic	68	18	12	4	(111)
Age					
18 to 24	58	35	6	2	(107)
25 to 44	61	26	9	4	(350)
45 to 64	53	17	26	4	(198)
65 or more	57	1	38	5	(143)
Education					
Less than high school graduate	55	18	25	2	(236)
High school graduate	55	20	20	5	(331)
Some college	66	23	8	3	(136)
College graduate (4 yr) or more	64	21	11	4	(123)
Occupational Status					
Employed	59	26	11	4	(456)
Unemployed and looking for work	60	28	7	4	(68)
Unemployed and not looking for work	57	16	25	2	(130)
Retired	54	3	38	4	(161)

G. Interest in Various Course Topics

FINDING: The thirteen course topics covered in the questionnaire do not differ greatly in the appeal to those interviewed. Subjects with a slight lead in appeal include both business topics and personal interest ones such as consumer education, arts and crafts, and family relations.

All told, minorities, younger adults, and persons looking for work show the greatest interest in the various subjects included in the questionnaire.

DISCUSSION:

Respondents were questioned about thirteen possible course topics and asked to express the amount of appeal each subject had for them. Perhaps the most interesting finding about their answers (see Table 35) is that they do not strongly differentiate the thirteen possible course topics; there is only a difference of 15 percentage points in the "definitely appeals" response from the most to the least popular subjects asked about. The six most popular topics include business related subjects (management and administration as well as business skills such as typing and accounting) and personal interest topics (consumer education, arts and crafts, family relations, performing arts, etc.)

If nothing else, these findings underscore the diversity of interests and suggest that there are few, if any, topics of universal appeal. Course programming must be carefully chosen to reflect the varied interests of potential consumers.

The detailed tabulations show that the following are the

more consistent and important differences between subgroups of the sample:

- consumer education appeals most to minorities, younger adults, and lower income families
- arts and crafts are more popular among women and the young
- management and administrative skills courses appeal most to minorities, younger respondents, higher income persons, those with some college education, and persons in the labor force
- instruction in family relations and communications has more interest to minorities and younger persons
- young adults, singles, and the college educated have the most interest in performing arts courses
- basic business skills (typing, etc.) appeals disproportionately to women, minorities, young adults, respondents without college degrees, and those unemployed respondents looking for work
- basic education elicits the greatest interest from minorities, the young, the less affluent, persons without a college education, persons from families where foreign languages are spoken, out-of-work persons, and blue collar workers

. minorities, persons under 45, and the unemployed have the most interest in computer science courses

. home operation appeals most to minorities, younger respondents, and blue collar workers

. blacks are most interested in learning about community affairs involvement

. high school equivalency appeals to minorities, persons in the 18 to 24 group, those with lower incomes, and blue collar workers.

Table 35

Appeal of Various Types of Courses

	Definitely Appeals %	Possibly Might Interest %	No Interest At All %
Consumer education, such as how to shop wisely	29	18	52
Arts and crafts, such as painting, macrame, photography, knitting, etc.	28	18	53
Management skills and administration	27	15	57
A course in improving family relations and communications	25	16	58
Performing arts such as music, drama and dance	25	16	59
Courses in basic business skills, such as typing, shorthand and accounting	25	13	61
Basic education, that is, reading, writing and math	24	13	62
Computer science	23	14	62
How to operate and maintain your home or apartment	20	12	66
A course in how to become involved in local community and political affairs	18	12	69
English as a second language	18	5	77
High school equivalency	17	6	76
Landlord-tenant relations	14	11	73

Asked among entire sample

H. Considerations in Choosing a Place to Take a Course

FINDING: Academic quality, convenience of access from home, and cost are the considerations most important in choosing a particular institution as a place to study. Personal recommendations from friends and ex-students, the feeling that courses are aimed at adults, and job placement services are also important factors in the decision process.

DISCUSSION:

A series of fourteen institutional characteristics was rated by each respondent in terms of the importance of each in determining the selection of an institution at which to study. Three items stand out as especially important: academic quality, convenience of travel from home, and cost (see Table 36). While it is unclear just how high expectations are in terms of the academic quality of an institution and its offerings, the high rating given to the first item suggests that students want to think they are getting something substantial and of high quality when furthering their education. Also ranked in the top half are "has courses aimed especially at adults", "a recommendation from someone who attended the institution", "a good job placement service" (especially among persons looking for work; they rank this item first), and a "recommendation from a friend or relative". The less important considerations will also be found in Table 36.

The four most important of these considerations are listed in Table 37, which tabulates the incidence of "major

consideration" answers among selected demographic groups. Women attach higher importance to each of three of these items, with an especially heavy emphasis on convenience of travel from home. Better educated respondents stress academic quality, though there are no appreciable differences on the other items by education. Persons in the labor force attach more importance to academic quality, and unemployed respondents seeking a job are especially concerned about cost. Finally, business and white collar workers place more emphasis on academic quality and convenience of travel from home than blue collar workers.

Table 36

Factors Influencing Choice of A Particular Institution At Which To Take a Course*

	Major Consider-ation %	Important Though Not A Deciding Factor %	Not A Consider-ation %	Not Sure %
The academic quality of the course or program	59	14	25	3
The convenience of travel from home	56	16	27	1
The cost per course	55	14	28	2
Has courses aimed especially at adults	47	20	31	2
A recommendation from someone who attended the institution	46	24	29	2
A good job placement service	46	14	38	2
A recommendation from a friend or relative	43	25	30	2
The availability of credit for life experience	42	14	38	6
The convenience of travel from work	42	14	42	2
The availability of small, personalized classes	41	20	34	4
The institution's overall prestige	37	19	39	5
Whether courses are for credit or non-credit	36	15	45	4
The availability of parking facilities	33	13	52	2
The campus and community surroundings	28	18	51	3

*Asked of all respondents.

Table 37

Responses Among Selected Demographic Subgroups To Most Important Factors In Selecting a Place to Take a Course

	Academic Quality of Program %	Convenience Of Travel From Home %	Cost Per Course %	Courses Aimed at Adults %
Sex				
Male	61	42	48	42
Female	59	63	58	49
Income				
$10,000 or less	55	57	63	45
$10,001 to $20,000	65	58	54	53
$20,001 or more	72	63	47	48
Education				
Less than high school graduate	41	55	59	49
High school graduate	59	55	53	45
Some college	77	57	59	50
College graduate (4 year) or more	74	62	51	43
Occupational Status				
Employed	65	56	52	46
Unemployed and looking for work	74	63	81	46
Unemployed and not looking for work	49	59	60	51
Retired	46	53	50	45
Occupation				
Business and white collar	71	62	56	46
Blue collar	52	45	54	47

Cell entries and the percent of each demographic subgroup rating the indicated factor as a "major consideration" in selecting a place to take a course.

I. Information Sources Used in Selecting a Course

FINDING: Personal recommendations from friends, relatives, and co-workers are the most important sources of information respondents would use in gathering information about continuing education courses, although formal communication channels such as advertisements in selected media, notices on bulletin boards, etc. also appear potentially effective means of communicating to target audiences.

DISCUSSION

Knowing the information sources that people turn to when choosing a continuing education course is useful for designing promotional campaigns. Consequently, all respondents were asked to rate each of eight sources in terms of the extent to which they would rely on it if interested in enrolling in a course. The results (Table 38) point out the importance of personal recommendations in the decision process, as the two top-rated items refer to friends, relatives, or people at work. Print also appears reasonably effective, since about half of all respondents say they would rely on such devices as notices on bulletin boards or in trade and professional publications, community newspapers, etc. Although television and radio commercials score lowest, this is not to say that they should not be used since roughly a third of the sample say they would use such sources and since the presumed tendency for people to deny being influenced by such sources probably results in an understatement on these figures.

The following statements summarize the variations between demographic groups found on these measures:

.women, singles and unemployed persons looking for work are more likely to rely on friends or relatives as a source of information

. co-workers are more useful to higher income respondents, better educated persons, and business and white collar workers

. men, younger adults, the more affluent, the better educated, singles, and the employed are more likely to view trade and professional journals or union publications as information sources

. neighborhood newsletters are most useful to blacks and persons looking for work

. men and persons in the 18 to 24 age bracket express the most interest in advertisements on bulletin boards at neighborhood institutions

. radio and TV commercials appeal to minorities, lower income respondents, the less educated, blue collar workers, and persons from homes where languages other than English are spoken.

Table 38

Information Sources for Continuing Education Courses

	Would Rely On	Would Not Rely On	Not Interested in a Course	Not Sure
	%	%	%	%
A friend or relative	67	21	8	4
People at work	56	30	10	4
Notices in trade or professional journals or in company union paper	54	33	9	4
Notices in neighborhood, church or synagogue newsletter	51	36	10	4
Advertisements on bulletin board at community centers, local stores, health clinics, etc.	50	34	12	4
Daily newspaper advertisements	48	36	8	7
Television commercial	34	53	9	4
Radio commercial	30	56	10	4

Asked among entire sample

J. Institutions Where Respondents Would Consider Taking Courses

FINDING: Adults appear relatively unconcerned about the type institution at which continuing education courses are taken. Two- and four-year schools have virtually identical appeals to the sample as a whole, and the attraction of the former is more spread out through subgroups of the sample than is that of senior colleges.

LaGuardia Community College was the most frequently volunteered of the two-year schools that adults view as acceptable places to study.

DISCUSSION

The questionnaire developed for this study included a series of items asking respondents for their degree of interest in studying at each of six types of institutions (listed in Table 39). The distinguishing feature about these results is, once again, the lack of differentiation between these institutions: only an eight percentage point difference in the "definitely would want to go" response separates the most and least popular institutions (local high schools and commercial business and technical schools respectively). The implication is thus that adults are not especially concerned about where they study, but probably place more emphasis on other factors, such as the program per se.

Demographics are relatively weakly correlated with preferences on these items, though there are several interesting differences:

- high schools are preferred by respondents with less education

. community centers and organizations appeal to less affluent and less well educated respondents

. churches and synagogues have less appeal to persons aged 18 to 24.

Table 40 displays in greater detail the responses for two- and four-year colleges. While the appeal of these two types of institutions is from the perspective of the entire sample almost identical, Table 40 does show variations within subsets of the sample. An examination of the magnitude of the differences suggests that two-year schools have a broader and less sharply targeted appeal than four-year institutions. (For example, there is a 22 point difference in income for four-year colleges as compared to only an 11 point difference for two-year schools.) This, while the two institutions have virtually the same appeal when measured by the entire sample, the attraction of two-year schools is more evenly distributed across the entire adult population than that of senior colleges. In short, two year schools come closer to being "all things to all people".

Demographic groups where the appeal of two year schools equals or is greater than that of senior colleges include women, minorities, persons in all age groups except the 25 to 44 one, lower income respondents, persons without college degrees, those with no previous continuing education experiences and those who have enrolled in non-degree adult education programs, those not

regularly employed, and blue collar workers. These results are encouraging in that they suggest that two-year schools have as much or more appeal among the most likely adult education participants than four-year schools. It should be noted that this finding contrasts sharply with those of the companion study of high school seniors and no-show students, which found that two-year colleges were viewed as much less desirable than senior colleges.

Respondents indicating in the above-discussed question that two-year schools would be acceptable places of study (49% of the sample) were asked to volunteer two-year schools at which they would consider studying. A tabulation of their responses (Table 41) shows LaGuardia to be the most commonly mentioned institution (36%), thirteen points ahead of the next competitor, Queensborough Community College. The breakdowns of the incidence of LaGuardia mentions given in Table 42 show that it is mentioned most frequently by whites and Hispanics, older adults, and those living nearest to the campus.

Table 39

Interest in Taking Courses at Selected Institutions

Institution	Definitely Would Want To Go %	Would Consider %	Wouldn't Interest %	Not Sure %
A local high school	26	31	41	2
A four-year college	26	23	49	3
A two-year college	25	24	48	3
A community center or local community organization	22	31	44	3
A local church or synagogue	20	26	52	2
A commercial business school or technical institute	18	24	54	4

Asked of all respondents

Table 40

Interest in Four-Year and Two-Year Colleges As Place to Take Courses

	Interested In	
	4-year College %	2-year College %
Total Sample	26	25
Sex		
Male	32	25
Female	23	25
Race		
White	22	21
Black	27	29
Hispanic	30	36
Age		
18 to 24	36	37
25 to 44	34	32
45 to 64	17	18
65 or more	- 8	13
Income		
$10,000 or less	18	21
$10,001 to $20,000	30	31
$20,001 or more	40	32
Education		
Less than high school graduate	12	13
High school graduate	23	26
Some college	38	38
College graduate (4 year) or more	45	31
Previous adult education participation		
Degree program	52	42
Non degree program	31	33
No previous experience	19	19

- continued -

Table 40

Interest in Four-Year and Two-Year Colleges As Place to Take Courses (continued)

	Interested In	
	4-year College %	2-year College %
Occupational Status		
Employed	32	29
Unemployed and looking for work	28	40
Unemployed and not looking for work	19	21
Retired	11	13
Occupation		
Business and white collar	37	33
Blue collar	22	22

ASked of all respondents

All entries are the percent saying they "definitely would want to go" to that institution for a course.

Compare within columns.

Table 41

Two-Year Colleges Volunteered As A Place to Take a Course

	Percent Mentioning Each College
	%
LaGuardia Community College	36
Queensborough Community College	23
New York City Community College	10
Manhattan Community College	9
Kingsborough Community College	7
Bronx Community College	4
Other two-year colleges	8
Not sure	24
(Base)	(463)

Asked only of respondents saying they "definitely would want to go" or "would consider" going to a two-year college for a course. Multiple responses are allowed.

Table 42

Extent to Which LaGuardia Community College Is Volunteered As A Place To Take A Course Among Selected Demographic Groups

	Percent Mentioning LaGuardia	(Base)
Race		
White	40	(286)
Black	25	(69)
Hispanic	34	(77)
Respondent's Neighborhood Is:		
Near LaGuardia	47	(183)
Not near LaGuardia	30	(277)
Age		
18 to 24	33	(76)
25 to 44	32	(233)
45 to 64	46	(97)
65 or over	40	(40)
Education		
Less than high school graduate	35	(97)
High school graduate	37	(190)
Some college	39	(98)
College graduate (4 year) or more	31	(75)

Compare within columns.

K. Course Scheduling Preferences

FINDING: Respondents prefer weeknights as the best time to take a continuing education course. Seven to nine p.m. is the favorite time of day, while seasonal preferences are not sharply developed other than to be inclined against the summer.

DISCUSSION:

Three short questions established preferences as to the day of the week, the time of day, and the season during which adults would prefer to attend classes. Week nights have a slight lead over weekdays (Table 43); relatively few respondents view Saturday and Sunday as appropriate days. There are some appreciable differences on subgroups of the sample. Women, for example, tend more toward weekdays than men, Hispanics rate Saturday relatively highly.

Preferences for time of day are shown in Table 44. The traditional 7 to 9 p.m. slot is the favorite, although there is an appreciable amount of support for a 9 to 12 a.m. program. Before work and during the lunch hour are clearly not viable alternatives.

The clearest message emerging from the question on seasonal preferences (also Table 44) is that summer is not the best time to offer courses. There are only slight differences between the other three seasons. That the issue is not crucial is suggested by the 23% who volunteer that they have no preferences with respect to time of the year.

Finally, and for lack of a better place in the report to present this finding, we refer the reader to Table 45, which contains the results of a single question about interest in purchasing cable TV when it becomes available. Slightly more respondents are against the idea than favor it, though the most interesting thing about the data is that respondents with favorable attitudes toward adult education are more likely to say they plan to get the cable once it is available.

Table 43

Day of Week Preference for Course

	Week-days %	Week-nights %	Saturday %	Sunday %	All Satis-factory %	(Base)
Total Sample	26	32	18	9	4	(831)
Sex						
Male	19	39	18	8	6	(254)
Female	29	29	19	9	3	(543)
Race						
White	24	35	15	8	3	(554)
Black	38	24	21	10	5	(113)
Hispanic	31	28	30	12	2	(109)
Age						
18 to 24	35	36	23	8	6	(106)
25 to 44	20	44	23	11	3	(348)
45 to 64	28	24	16	11	7	(198)
65 or over	33	11	8	2	1	(142)
Education						
Less than high school graduate	34	17	18	10	4	(236)
High school graduate	22	33	19	10	3	(329)
Some college	33	40	18	8	4	(136)
College graduate (4 year) or more	18	49	17	6	6	(122)
Occupational Status						
Employed	17	42	23	11	5	(455)
Unemployed and looking for work	40	34	24	15	2	(68)
Unemployed and not looking for work	37	25	13	6	2	(129)
Retired	39	10	7	3	3	(160)

Asked of all respondents.

"Not sure" and "not interested in course" answers not shown.

Multiple responses are allowed.

Compare within columns.

Table 44

Time of Day and Seasonal Preferences for Course

Preferred Time of Day	Total Sample
	%
Before work	1
9 a.m. to 12 a.m.	20
Lunch hour	2
Before 2 p.m.	6
1 to 5 p.m.	13
5 to 7 p.m.	15
7 to 9 p.m.	30
Not sure	22
(BASE)	(830)

Preferred Season	
Spring	27
Summer	13
Fall	30
Winter	26
No preference	23
Not sure	9
(BASE)	(807)

Both questions were asked of all respondents.
Multiple responses were allowed.

Table 45

Interest in Purchasing Cable TV
When It Becomes Available

	Yes %	No %	Not Sure %	(Base)
Total Sample	31	48	21	(834)
Importance of Inadequate Adult Education Facilities				
Important problem that affects respondent personally	42	36	22	(146)
Important problem that does not affect respondent personally	27	52	21	(106)
Not an important problem	30	51	20	(401)
Continuing Education Experience				
Degree-granting program	41	38	20	(78)
Non-degree program	35	44	21	(228)
No previous participation	27	51	22	(500)

Compare within columns.

APPENDIX

QUESTIONNAIRE

LaGuardia Community College
Kane, Parsons & Associates, Inc.
1995 Broadway
New York, New York 10023

FOR OFFICE USE ONLY

Form
General Population

May, 1980

Exchange_____ CONTINUING EDUCATION SURVEY

Hello, this is _____ . I'm conducting a survey of residents of Brooklyn and Queens to find out what they think about their communities and to determine their educational needs and interests. I would like to ask a few questions, the first of which is . . .

1. What neighborhood do you live in? (DO NOT READ LIST)

Astoria	6-Y	Long Island City	1
Bedford Stuyvesant	X	Maspeth	2
Brownsville	0	Middle Village	3
Bushwick	1	North Corona	4
Corona	2	Rego Park	5
East Elmhurst	3	Richmond Hill	6
East New York	4	Ridgewood	7
Elmhurst	5	Steinway	8
Flatbush	6	Sunnyside	9
Forest Hills	7	Williamsburg	8-Y
Glendale	8	Woodhaven	X
Greenpoint	9	Woodside	0
Hunter's Point	7-Y	Other_____ (WRITE IN)	1
Jackson Heights	X		
Kew Gardens	0		

2. About how long have you lived in this neighborhood?

Less than one year	9 - 1
One year to less than three years	- 2
Three years to less than five years	- 3
Five years to less than ten years	- 4
Ten years or more	- 5
Not sure, refused	- 6

3. Here are some issues that may or may not be problems in your neighborhood. For each, please tell me if that is an important problem that affects you personally, an important problem though one that doesn't affect you personally, or if it's not an important problem in your neighborhood. The first is . . . (READ LIST)

	Important and Personal	Important, Though Not Personal	Not Important Problem	Not Sure (VOL)
Poor housing in your neighborhood	10 - 1	2	3	4
General deterioration of your neighborhood	11 - 1	2	3	4
Ethnic and/or racial tension	12 - 1	2	3	4
Crime	13 - 1	2	3	4
Poor transportation	14 - 1	2	3	4
Unemployment	15 - 1	2	3	4
Poor educational facilities for adults	16 - 1	2	3	4
Unfriendly people	17 - 1	2	3	4
Inadequate recreational facilities	18 - 1	2	3	4
Inadequate information about health care	19 - 1	2	3	4
Poor library service	20 - 1	2	3	4

4. Which of the following phrases best describes you now? (READ LIST)

Employed	21- 1	(ASK Qs. 5a-11a, 14 TO END)
Retired	2	(SKIP TO Q. 14)
Unemployed looking for work	3	(ASK Q. 5b-8b, 10b, 11b) THEN SKIP TO Q. 14)
Unemployed not looking for work, but not retired	4	(SKIP TO Q. 12)
Other (VOL) _____	5	(SKIP TO Q. 14)
Refused (VOL)	6	(SKIP TO Q. 14)

NOW EMPLOYED COLUMN	LOOKING FOR WORK COLUMN
5a. What kind of work do you do?	5b. What kind of work do you usually do when you are working? 22-
6a. Do you work full-time or part-time?	6b. Do you usually work full-time or part-time?

Full-time 23- 1
Part-time 2
Both, it depends, etc. 3
Refused 4

7a. What kind of company or organization do you work for?	7b. What kind of company or organization do you usually work for? 24- 25-

NOW EMPLOYED COLUMN	LOOKING FOR WORK COLUMN
8a. Are you self-employed?	8b. When you are working, are you self-employed?

Yes, self-employed 26-1
No, not self-employed 2
Varies 3
Not sure, refused 4

ASK Q. 9 | SKIP TO Q. 10b

(ASK Q. 9 ONLY AMONG THOSE NOW WORKING)

9. Thinking about your present job, would you say that you are satisfied with your present job and plan to keep it, that you hope to get a better position in your present company, or that you hope to get a job in another company?

Keep present job 27-1
Better position in present company 2
Job in another company 3
Not sure 4

NOW EMPLOYED COLUMN	LOOKING FOR WORK COLUMN
10a. Assuming you were looking for a better job or promotion, do you think you would need additional qualifications or training, or are your present skills and educational qualifications sufficient?	10b. In terms of trying to get a job, do you think you would need additional qualifications or training, or are your present skills and educational qualifications sufficient?

Need additional training or education----------28-1
Present skills/education sufficient---------- 2
Not sure, it depends (VOL)------ 3

11a. Here are some different kinds of training that might help you get a better job. For each, would you say this type of training is of great interest to you, of some interest, or of no interest to you. The first is . . . (READ LIST)	11b. Here are some different kinds of training that might help you get a job. For each, would you say this type of training is of great interest to you, of some interest, or of no interest to you. The first is . . . (READ LIST)

	Of Great Interest	Of Some Interest	Of No Interest	Not Sure (VOL)
Training to improve your skills in the kind of job you do now--29-1		2	3	4
Training to teach you how to do some other kind of work-----30-1		2	3	4
Stronger academic skills such as reading and math----------31-1		2	3	4
English as a second language-----32-1		2	3	4
Building self confidence and defining career goals---------33-1		2	3	4

(SKIP TO Q. 14) | (SKIP TO Q. 14)

(ASK Q.s 12 AND 13 ONLY IF "R" IS UNEMPLOYED AND NOT LOOKING FOR WORK, BUT NOT RETIRED; ALL OTHERS SKIP TO Q. 14)

12. Some people who aren't looking for a job might be interested in working if a good job came along; while other people who aren't working definitely don't want a job. What about you, would you consider a good job if one came along, or are you definitely not interested in working?

Would consider a good job----- 34-1 (ASK Q. 13)
Definitely not interested in working---------- 2
Not sure (VOL)---------- 3
} (SKIP TO Q. 14)

13. Here are some different kinds of training that might help you get a job. For each, please tell me if that is the kind of training you definitely would get to obtain a job, if it's training you would consider, or if it's of no interest to you. The first is . . . (READ LIST)

	Would Definitely Get	Would Consider	Of No Interest	Not Sure (VOL)
Learning how to do a specific job of interest to you----------35-1		2	3	4
Stronger academic skills such as reading and math----------36-1		2	3	4
English as a second language------37-1		2	3	4
Building self confidence and defining career goals----------38-1		2	3	4

(ASK EVERYONE)

14. Since leaving full-time school, have you taken any courses, either working toward a degree, a certificate, or on an individual course basis? (MULTIPLE RECORD IF NECESSARY)

Working toward degree (four-year)	39-1	(SKIP TO Q. 18)
Working toward degree (two-year)	2	
Working toward certificate, other non-degree credentials	3	(ASK Q.s 15-17)
Just taking individual courses	4	
Other _____ (WRITE IN)	5	
No	6	(SKIP TO Q. 20)
Not sure	7	

15. Would you describe this course or program as relating primarily to your occupation or are you studying primarily for personal interest?

Primarily occupation	40-1
Primarily for personal interest	2
Not sure	3

16. What courses (are you taking/did you take)? _____ 41-
_____ 42-

17. (Are/Were) these courses for credit or not?

For credit	43-1
Not for credit	2
Not sure	3

18. And where (are you taking/did you take) (this course/these courses)? (PROBE FOR TYPE OF INSTITUTION, E.G. HIGH SCHOOL, COLLEGE, ETC.; IF COLLEGE, GET NAME OF COLLEGE) _____ 44-
_____ 45-

19. Why did you select (NAME OF INSTITUTION IN Q. 18) over other institutions as a place to take courses? _____ 46-
_____ 47-

20. Regardless of whether or not you have been enrolled in any educational programs since finishing full-time school, we would like you to think about the kinds of things that might prevent you from taking any courses. For each of the following, please tell me if that is a major reason you aren't taking any courses, a somewhat important reason though not a deciding factor, or not at all a reason not to take a course. The first is. . . (READ LIST)

	Major Reason	Somewhat Important But Not a Deciding Factor	Not At All a Reason	Not Sure (VOL)
You couldn't afford the course fees	48-1	2	3	4
You have a child to care for	49-1	2	3	4
Your work leaves you no time for school	50-1	2	3	4
You've been out of school so long you don't think you could adjust to going to class and studying	51-1	2	3	4
You have a physical disability or handicap that prevents you from going to school	52-1	2	3	4
You don't have any way of getting to educational institutions	53-1	2	3	4
It would take too long to get to class	54-1	2	3	4
It's not safe to travel to and from the place where courses would be given	55-1	2	3	4
It would take too long to complete a program	56-1	2	3	4
Nobody you know takes courses	57-1	2	3	4
You're too old to go to school	58-1	2	3	4
Your spouse wouldn't approve	59-1	2	3	4
No classes are offered in the subjects that interest you	60-1	2	3	4
Courses aren't given at a convenient time	61-1	2	3	4
You haven't seen enough information on available courses	62-1	2	3	4
You just aren't interested in taking any courses	63-1	2	3	4

21. People have different ideas about studying and going to school. Would you say that attending classes is something you enjoy doing, something you don't like but are willing to put up with if necessary to achieve some goal, or is attending classes something you don't want to do under any circumstances?

Enjoy doing	64-1
Don't like, but would put up with	2
Don't want to do under any circumstances	3
Not sure, refused	4

22. If you were interested in enrolling in a course, what sources of information would you rely on to learn about what is available? What about (READ FIRST ITEM), would you rely on that or not? (CONTINUE WITH LIST)

	Would Rely On	Would Not Rely On	Not Interested In Courses (VOL)	Not Sure (VOL)
Radio commercial	65-1	2	3	4
Television commercial	66-1	2	3	4
Daily newspaper advertisement	67-1	2	3	4
Notices in trade or professional journals or in company union paper	68-1	2	3	4
Notices in neighborhood, church or synagogue newsletter	69-1	2	3	4
A friend or relative	70-1	2	3	4
People at work	71-1	2	3	4
Advertisement on bulletin board at community centers, local stores, health clinics. etc.	72-1	2	3	4

23. I'm going to suggest some different types of courses adults could enroll in for various reasons. For each type of course, tell me if that is the kind of course that definitely appeals to you, if it's something you possibly might be interested in, or if you have no interest at all in that topic. The first is . . . (READ LIST)

	Definitely Appeals to You	Possibly Might Interest You	No Interest At All	Not Sure (VOL)
Courses in basic business skills, such as typing, shorthand and accounting	73-1	2	3	4
Basic education, that is, reading, writing, and math	74-1	2	3	4
English as a second language	75-1	2	3	4
A course in improving family relations and communications	76-1	2	3	4
Arts and crafts, such as painting, macrame, photography, knitting, etc.	77-1	2	3	4
A course on how to become involved in local community and political affairs	78-1	2	3	4
Landlord-tenant relations	79-1	2	3	4
How to operate and maintain your home or apartment	80-1	2	3	4
High school equivalency-CARDII	6-1	2	3	4
Computer science	7-1	2	3	4
Management skills and administration	8-1	2	3	4
Consumer education, such as how to shop wisely	9-1	2	3	4
Performing arts such as music, drama and dance	10-1	2	3	4

24. Would you prefer to take a course on weekdays, weeknights, on Saturday, or on Sunday?

Weekdays
Weeknights
Saturday
Sunday
All satisfactory, no difference (VOL)
Not interested in course (VOL)
Not sure

25. What time of day would be best for you to take a course? (READ LIST) (MULTIPLE RECORD IF NECESSARY)

Before work	12-1	Between 1 and 5 p.m.	5
Between 9 and 12 in the morning	2	From 5 to 7 p.m.	6
During lunch hour	3	From 7 to 9 p.m.	7
Before 2 in the afternoon	4	Not sure, it depends (VOL)	8

26. During what seasons of the year would you most prefer to take a course: spring, summer, fall or winter? (MULTIPLE RECORD IF NECESSARY)

Spring	13-1	Winter	4
Summer	2	No preference (VOL)	5
Fall	3	Not sure (VOL)	6

27. Suppose you were interested in taking a course. As I name different kinds of places where you could take a course, please tell me if it is the kind of place you definitely would want to go for a course, a place you would consider, or the kind of place that wouldn't interest you at all. The first is...(READ LIST)

	Definitely Would Want To Go	Would Consider	Wouldn't Interest	Not Sure
A commercial business school or technical institute	14-1	2	3	4
A local high school	15-1	2	3	4
A community center or local community organization	16-1	2	3	4
A local church or synagogue	17-1	2	3	4
A four-year college	18-1	2	3	4
A two-year college	19-1	2	3	4

(ASK Q. 28 ONLY IF R ANSWERS "DEFINITELY WOULD WANT TO GO" OR "WOULD CONSIDER" FOR 2-YEAR COLLEGE IN Q. 27)

28. Which two-year colleges would you consider as a place to take a course? (DO NOT READ LIST; MULTIPLE RECORD IF NECESSARY)

Bronx Community College	20-	1
Kingsborough Community College		2
LaGuardia Community College		3
Manhattan Community College		4
New York City Community College		5
Queensborough Community College		6
Other _____ (WRITE IN)		7
Not sure		8

29. Let's turn now to how you might go about choosing a particular college or other educational institution at which to take a course. For each factor I mention, please tell me whether that would be a major consideration, important though not a deciding factor, or not a consideration at all in selecting a place to take a course. The first is . . .

		Major Consideration	Important, Though Not A Deciding Factor	Not A Consideration At All	Not Sure (VOL)
The cost per course	21-1	2	3	4	
The institution's overall prestige	22-1	2	3	4	
The convenience of travel from home	23-1	2	3	4	
The convenience of travel from work	24-1	2	3	4	
The availability of credit for life experience	25-1	2	3	4	
The availability of small, personalized classes	26-1	2	3	4	
Whether courses are for credit or non-credit	27-1	2	3	4	
The campus and community surroundings	28-1	2	3	4	
The availability of parking facilities	29-1	2	3	4	
A good job placement service	30-1	2	3	4	
The academic quality of the course or program	31-1	2	3	4	
Has courses aimed especially at adults	32-1	2	3	4	
A recommendation from someone who attended the institution	33-1	2	3	4	
A recommendation from a friend or relative	34-1	2	3	4	

30. Do you plan to purchase cable TV service when it is available in your neighborhood?

Yes---------- 35-1
No---------- 2
Not sure---------- 3

Finally, I have a few questions for classification purposes only.

31. What is your marital status?

Single---------- 36-1
Married---------- 2
Divorced/separated---------- 3
Widowed---------- 4
Refused---------- 5

32. What language is spoken in your home?

Chinese---------- 37-Y
English---------- X
French---------- 0
German---------- 1
Greek---------- 2
Japanese---------- 3
Korean---------- 4
Slavic languages (Serbo-Croation, Polish, Czech, etc.)- 5
Spanish---------- 6
Yiddish---------- 7
Other _____ (WRITE IN) ---- 8
Refused---------- 9

33. In which of these age categories do you belong? (READ LIST)

18-24---------- 38-1
25-34---------- 2
35-44---------- 3
45-54---------- 4
55-64---------- 5
65 and over---- 6
Refused-------- 7

34. What is the highest level of education you have completed? (READ LIST)

8 years or less	39-1
Some high school, but did not graduate	2
High school graduate	3
Graduate of vocational or technical school	4
Some college	5
Graduate of two-year college	6
Graduate of four-year college	7
Graduate school	8
Not sure (VOL)	9

35. What is your racial or ethnic background? Are you white non-Hispanic, Black non-Hispanic, Hispanic, or of some other racial or ethnic background?

White non-Hispanic	40-1
Black non-Hispanic	2
Hispanic	3
Other _____ (WRITE IN)	4
Refused	5

36. For statistical purposes only, please estimate into which of the following groups the 1979 income of your household, including all working members, falls. (READ LIST)

$7,000 or less	41-1
$7,001 to $10,000	2
$10,001 to $15,000	3
$15,001 to $20,000	4
$20,001 to $25,000	5
Over $25,000	6
Refused, not sure	7

(RECORD ONLY, DO NOT ASK)

SEX: Male 42-1 Female 2

THIS IS A BONA FIDE INTERVIEW AND HAS BEEN OBTAINED ACCORDING TO QUOTA AND ALL INTERVIEWER SPECIFICATIONS.

Respondent's Name _____

Respondent's Address _____

City/Town/Zip _____

Telephone _____

Interviewer's Name _____

Date of Interview _____

Length of Interview _____

Validated by _____

On (Date) _____

MAR 12 1982

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